

Cambridge Technicals

Health and Social Care

Unit 7: Safeguarding

Level 3 Cambridge Technical Certificate/Diploma in Health and Social Care
05830 - 05871

Mark Scheme for January 2018

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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Annotations to be used when marking Unit 7.

Annotation	Meaning
	Tick – correct answer
	Cross – incorrect answer
	Level 1
	Level 2
	Level 3
	Benefit of doubt (This does count as a mark – so do not ‘tick’ as well)
	Omission mark
	Too vague
	Repeat
 or 	Noted but no credit given

Question	Answer/Indicative content	Mark	Guidance
1	<p>One mark for each identification, three required. One mark for each example, three required.</p> <p>Types and examples:</p> <p>Physical – Pushing over / hides clothes</p> <p>Sexual – photos of him / threat of ‘sexting’ /posting the images online</p> <p>Emotional / psychological- Whole experience / Threatened to post images on line</p> <p>Financial -has to pay to get his phone returned</p> <p>Exploitation / mate crime – taking of phone / has to pay to get his phone returned /photos of him</p> <p>Bullying – hiding clothes/ threatened to post of images online / threat of ‘sexting’</p>	<p>6 (3x1+3x1)</p>	<p>Annotation: The number of ticks must match the number of marks awarded.</p> <p>Accept other suitable examples from the textbox.</p> <p>Do not accept examples not related to the scenario or repetition</p> <p>One mark for type of abuse.</p> <p>One mark for appropriate example.</p>

Question		Answer/Indicative Content	Marks	Guidance	
				Content	Levels of response
2	(a)*	<p>Features of the Rehabilitation of Offenders Act Candidates' outline may not use the exact wording as shown in the indicative content, alternative wording may be credited.</p> <ul style="list-style-type: none"> • Aims to enable offenders to gain employment (without having to declare some convictions) • Under the Act convictions become 'spent' or ignored after a specified rehabilitation period • After the specified time has passed, an ex-offender does not normally have to mention their criminal conviction when applying for jobs, obtaining services • All cautions and convictions resulting in prison sentences of up to four years eventually become 'spent' • The 1974 Act was updated by the Legal Aid, Sentencing and Punishment of Offenders Act 2012. • The 2014 changes generally reduced the time taken for convictions to become spent • The rehabilitation period will depend on the length of sentence given, not related the offence committed • In the case of prison sentences, the rehabilitation period is based upon the overall sentence length and not the actual time spent in prison • The rehabilitation period is calculated from the date of conviction (or the date the caution is administered) • An employer cannot refuse to employ someone (or dismiss them if already employed) because he or she has a spent caution or conviction unless an exception applies 	5	<p>This is a levels of response question – marks are awarded on the quality of the response given. The focus of the question is analysis.</p> <p>Annotation: The number of ticks will not necessarily correspond to the marks awarded.</p> <p>Level 2 checklist:</p> <ul style="list-style-type: none"> • Detailed outline – with a well-developed line of reasoning • 2 or more features explicitly link to the Rehabilitation of Offenders Act • Correct use of terminology • High - mid QWC <p>Level 1 checklist:</p> <ul style="list-style-type: none"> • Basic outline • List like • Limited knowledge or understanding evident 	<p>Level 2: 4 - 5 marks There will be a detailed outline of the main features of the Rehabilitation of Offenders Act. At least two features will be addressed. Answers will be factually accurate, using appropriate terminology. There will be few errors of grammar, punctuation and spelling.</p> <p>Level 1: 1 - 3 marks There will be an attempt at an outline of the main features of the Rehabilitation of Offenders Act. List like answers should be placed in this band. Answers may be muddled and lack technical detail. Errors of grammar, punctuation and spelling will be noticeable and intrusive.</p>

Question	Answer/Indicative Content	Marks	Guidance	
			Content	Levels of response
			<ul style="list-style-type: none">• Low QWC	Sub max 3 for one feature done well. 0 marks - response not worthy of credit.

Question	Answer/Indicative Content	Marks	Guidance															
(b)	<p data-bbox="331 240 1216 300">One mark for each correct answer, four required.</p> <table border="1" data-bbox="331 304 1193 890"> <thead> <tr> <th data-bbox="331 304 719 373">Key aspects of current legislation</th> <th data-bbox="719 304 1066 373">Answer</th> <th data-bbox="1066 304 1193 373">Option</th> </tr> </thead> <tbody> <tr> <td data-bbox="331 373 719 475">The Act established the Care Quality Commission.</td> <td data-bbox="719 373 1066 475">Health and Social Care Act 2008</td> <td data-bbox="1066 373 1193 475">7</td> </tr> <tr> <td data-bbox="331 475 719 651">The Act gave legal force to five key outcomes including achieving economic wellbeing and staying safe.</td> <td data-bbox="719 475 1066 651">Children Act 2004</td> <td data-bbox="1066 475 1193 651">6</td> </tr> <tr> <td data-bbox="331 651 719 786">This Act implemented the vetting and barring service scheme.</td> <td data-bbox="719 651 1066 786">Safeguarding Vulnerable Groups Act 2006</td> <td data-bbox="1066 651 1193 786">2</td> </tr> <tr> <td data-bbox="331 786 719 890">This Act gives individuals the right to life and respect for private and family life.</td> <td data-bbox="719 786 1066 890">Human Rights Act 1998</td> <td data-bbox="1066 786 1193 890">1</td> </tr> </tbody> </table> <p data-bbox="331 927 1193 994">Some candidates will give their answer as a number. Some may choose to write out the Act – both ways can be marked as correct.</p>	Key aspects of current legislation	Answer	Option	The Act established the Care Quality Commission.	Health and Social Care Act 2008	7	The Act gave legal force to five key outcomes including achieving economic wellbeing and staying safe.	Children Act 2004	6	This Act implemented the vetting and barring service scheme.	Safeguarding Vulnerable Groups Act 2006	2	This Act gives individuals the right to life and respect for private and family life.	Human Rights Act 1998	1	4 (4x1)	<p data-bbox="1350 240 2083 373">Annotation: The number of ticks must match the number of marks awarded. For incorrect answers use the cross.</p> <p data-bbox="1350 408 1821 440">No other answers are acceptable.</p> <p data-bbox="1350 475 2022 542">If more than one option is chosen in the answer column do not award any marks.</p> <p data-bbox="1350 577 2074 810">Crossed Out Responses: Where a candidate has crossed out a response and provided a clear alternative then the crossed out response is not marked. Where no alternative response has been provided, examiners may give candidates the benefit of the doubt and mark the crossed out response where legible.</p>
Key aspects of current legislation	Answer	Option																
The Act established the Care Quality Commission.	Health and Social Care Act 2008	7																
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Question	Answer/Indicative Content	Marks	Guidance	
			Content	Levels of response
3	(a)*	10	<p>This is a level of response question – marks are awarded on the quality of the response given. The focus of the question is analysis</p> <p>Annotation: The number of ticks will not necessarily correspond to the marks awarded.</p> <p>Level 3 checklist</p> <ul style="list-style-type: none"> • detailed analysis of three factors related to Susan • clear understanding of the situation will be evident • well-developed line of reasoning • logically structured • QWC - high <p>Level 2 checklist</p> <ul style="list-style-type: none"> • sound analysis of two factors related to Susan • understanding of the situation will be evident • a line of reasoning in the most part relevant • QWC - mid <p>Level 1 – checklist</p> <ul style="list-style-type: none"> • Basic analysis of one factor related to Susan • lacking understanding of the situation 	<p>Level 3: 8 - 10 marks There will be a detailed analysis which clearly addresses the situation. Three factors will be addressed which are linked to Susan. Answers will be factually accurate, using appropriate terminology. There will be few errors of grammar, punctuation and spelling.</p> <p>Level 2: 5 - 7 marks Answer provides a sound analysis which addresses the situation. Two factors will be addressed which are linked to Susan. Answers will be factually correct. There may be some noticeable errors of grammar, punctuation and spelling. Sub max of 5 for one factor done well.</p> <p>Level 1: 1 - 4 marks Answer provides a limited or basic analysis. List like answers should be placed in this band. Answers may be muddled and lack technical detail. Errors of grammar, punctuation and spelling will be noticeable and intrusive.</p>

Question		Answer/Indicative Content	Marks	Guidance	
				Content	Levels of response
				<ul style="list-style-type: none">• basic information presented in an unstructured way• QWC – low	0 marks - response not worthy of credit.

Question	Answer/Indicative Content	Marks	Guidance
3	<p>(b) Two marks for a reason. Two required.</p> <p>People lacking mental capacity</p> <ul style="list-style-type: none"> • Limited cognitive understanding so could be taken advantage of / may not recognise abuse • Limited cognitive understanding - medication could dull senses • Could be viewed as a 'safe victim'/easy target • Limited opportunities for developing knowledge of sexual and personal relationships • Complete dependency for needs • Being isolated; limited social skills so could be taken advantage of • May not be able to tell others about their experiences or have others make unjust decisions for them. • Others making decisions for them (may not be in the person's best interests) • Communication difficulties • Memory impairments- cannot recall abuse (so not reported) <p><i>Accept other appropriate answers</i></p>	<p>4 (2x2)</p>	<p>Annotation: The number of ticks must match the number of marks awarded.</p> <p>Wording does not have to be exactly the same as in indicative content.</p> <p>One mark: A basic description that lacks clarity.</p> <p>Two marks: A full description that clearly shows understanding.</p> <p>Candidates' answers may not use the exact wording as shown in the indicative content, alternative wording may be credited.</p> <p>Answers must relate to people lacking mental capacity.</p> <p>For incorrect answers use the cross or appropriate annotation from the following:</p> <div style="border: 1px solid black; padding: 5px; display: inline-block;"> A TV REP SEEN </div>

Question	Answer/Indicative Content	Marks	Guidance
3	<p>(c) Two marks for a reason. Two required.</p> <p>People with sensory impairments (key aspects - Sight and hearing)</p> <ul style="list-style-type: none"> • Dependency on others to meet their sensory needs • May be less likely to be able/willing to report abuse • Putting food and drink out of reach – psychological abuse • Take advantage of due to not seeing actions (e.g. financial abuse) • Not able to ‘read’ signs, e.g. facial expression and body language of potential abuser • Could be seen as vulnerable/ easy target • Hard to differentiate between people known and strangers • Could be verbally abused – hearing loss • Not hearing/seeing (e.g. abuse/dangers)so cannot move away from danger/escape <p><i>Accept other appropriate answers</i></p>	<p>4 (2x2)</p>	<p>Annotation: The number of ticks must match the number of marks awarded.</p> <p>Wording does not have to be exactly the same as in indicative content.</p> <p>One mark: A basic description that lacks clarity.</p> <p>Two marks: A full description that clearly shows understanding- in context of sensory needs</p> <p>Candidates’ answers may not use the exact wording as shown in the indicative content, alternative wording may be credited.</p> <p>Answers must relate to People with sensory impairments.</p> <p>For incorrect answers use the cross or appropriate annotation from the following:</p> <div style="border: 1px solid black; padding: 5px; display: inline-block;"> ^ TV REP SEEN </div>

Question	Answer/Indicative Content	Marks	Guidance
3 (d)	<p>One mark for a factor identified. Two required.</p> <p>Environmental factors that may make abuse more likely:</p> <ul style="list-style-type: none"> • Care services with institutional practices • Adults and children residing in health and social care settings • Health services, e.g. GP surgeries, physiotherapy practices, opticians, dentists, sexual health clinics, walk in centres, care homes etc (accept other health services) • Independent living facilities • homelessness 	<p>2 (2x1)</p>	<p>Annotation: The number of ticks must match the number of marks awarded.</p> <p>Candidates' answers may not use the exact wording as shown in the indicative content, alternative wording may be credited.</p> <p>For incorrect answers use the cross or appropriate annotation from the following:</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;"> A TV REP SEEN </div>

Question	Answer/Indicative Content	Mark	Guidance
4 (a)	<p>Two explanations required. Two marks each.</p> <p>Having a multi-agency approach:</p> <ul style="list-style-type: none"> • Ensures all concerns linked to safeguarding are identified early and reported • Ensures professionals and agencies, that may offer different views and have a range of experiences, can come together in the best interests of the users and their families • Sharing of information to reduce risk • Building trust with service users • Provides a range of support and secure services for service users • Different points of view to give greater efficiency • Holistic – all aspects are covered <p>Accessible complaints procedures:</p> <ul style="list-style-type: none"> • Enables individuals and others who work in and visit services to openly raise and discuss concerns • Promotes an open environment and trust • Accessibility allows all to complain/raise concerns • Encourages others to raise concerns • Empowers providers/users 	<p>4 (2x2)</p>	<p>Annotation: The number of ticks must match the number of marks awarded.</p> <p>For incorrect answers use the cross.</p> <p>One mark: A basic explanation / statement that lacks clarity.</p> <p>Two marks: A full explanation that clearly shows understanding. May provide an example to illustrate points made or other additional detail.</p> <p>Wording does not have to be exactly the same as in the indicative content. Accept other suitable explanations.</p>

Question	Answer/Indicative Content	Mark	Guidance
4 (b)	<p>Three actions required. Two marks each.</p> <p>Example actions:</p> <ul style="list-style-type: none"> • Report /duty to report e.g. to line manager/ professionals • Recording information accurately /effective record keeping – important for audit trail and future use of records • Maintain confidentiality – need to know basis – ensures no other information is leaked out • Report to other agencies appropriately, e.g. local council/police/ social services • Use policies to check procedures • Offer/ take to place of safety • Comfort individual 	<p>6 (3x2)</p>	<p>Annotation: The number of ticks must match the number of marks awarded.</p> <p>For incorrect answers use the cross.</p> <p>One mark: A basic description / statement that lacks clarity.</p> <p>Two marks: A full description that clearly shows understanding.</p> <p>For incorrect answers use the cross.</p> <p>Accept other suitable actions.</p> <p>Wording does not have to be exactly the same as in indicative content.</p>

Question	Answer/Indicative Content	Mark	Guidance
5 (a)	<p>Two explanations required. Three marks each.</p> <p>Report appropriately: To keep in line with correct practice – the social worker should report the possibility of a forced marriage/ the removal of Yana. This may be to a named person/manager/child care agency, social services or the police. Yana appears to have no choice / lack of future support for her.</p> <p>Protect self: Do not return to the home without support –the social worker may be in danger.</p> <p>Keep the information on a need to know basis The social worker could seek out help and support if distressed by the situation.</p> <p>Not give out personal details</p>	<p>6 (2x3)</p>	<p>Annotation: The number of ticks must match the number of marks awarded.</p> <p>For incorrect answers use the cross.</p> <p>One mark: A basic explanation / statement that lacks clarity and/or does not relate to the social worker.</p> <p>Two marks: A sound explanation that clearly shows understanding. Clearly relates to the social worker.</p> <p>Three marks: A detailed explanation that shows significant understanding and detail. Links made to the social worker.</p> <p>Wording does not have to be exactly the same as in the indicative content. Accept other suitable explanations.</p>

Question	Answer/Indicative Content	Marks	Guidance	
			Content	Levels of response
5	(b)*	9	<p>This is a levels of response question – marks are awarded on the quality of the response given. The focus of the question is analysis.</p> <p>Annotation: The number of ticks will not necessarily correspond to the marks awarded.</p> <p>Level 3 checklist:</p> <ul style="list-style-type: none"> • detailed analysis – well-developed line of reasoning • balanced – promoting active participation and teaching personal safety covered • linked to both confidence and resilience • Correct use of terminology • QWC - high <p>Level 2 checklist:</p> <ul style="list-style-type: none"> • sound analysis • balanced – may be one-sided with only promoting active participation and/or teaching personal safety done well • links mostly relevant confidence and resilience • QWC - mid <p>Level 1 checklist:</p> <ul style="list-style-type: none"> • limited / basic analysis • limited relevance to abuse 	<p>Level 3: 7-9 marks There will be a detailed analysis how both promoting active participation and teaching personal safety may improve confidence/resilience. Answers will be factually accurate, using appropriate terminology. There will be few errors of grammar, punctuation and spelling.</p> <p>Level 2: 4 - 6 marks There will be a basic analysis of how promoting active participation and/or teaching personal safety may improve confidence/resilience. Answers will be factually correct. There may be some noticeable errors of grammar, punctuation and spelling. Sub max 4 for only promoting active participation or teaching personal safety done well.</p> <p>Level 1: 1 - 3 marks There will be an attempt at analysis of how promoting active participation and/or teaching personal safety may improve confidence/resilience List like answers should be placed in this band. Answers may be muddled and lack technical detail. Errors of grammar, punctuation and spelling will be noticeable and intrusive.</p> <p>0 marks - response not worthy of credit.</p>
	<p>Promoting active participation</p> <ul style="list-style-type: none"> • Ensuring the rights of individuals including their independence this may result in increasing user's confidence/resilience • This should create a sense of trust and partnership and so increase confidence and resilience • Enables the users to know what they can achieve for themselves and become more confident in being proactive • Enhanced resilience in accepting failure <p>Teaching personal safety</p> <ul style="list-style-type: none"> • Enabling users to understand and have the skills to care for themselves and their own wellbeing. So more confident in protecting themselves / resilient to unfair practice/intimidation • This will give them a sense of ownership and empowerment, so more confident and resilient in being able to challenge others • They should be more confident in how to protect themselves from abuse <p><i>Accept other appropriate answers</i></p>			

Question		Answer/Indicative Content	Marks	Guidance	
				Content	Levels of response
				<ul style="list-style-type: none">• list like / muddled• QWC – low	

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